

110TH CONGRESS  
1ST SESSION

# S. 1231

To amend part A of title II of the Higher Education Act of 1965 to enhance teacher training and teacher preparation programs, and for other purposes.

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## IN THE SENATE OF THE UNITED STATES

APRIL 26, 2007

Mr. REED introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

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## A BILL

To amend part A of title II of the Higher Education Act of 1965 to enhance teacher training and teacher preparation programs, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*  
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Preparing, Recruiting,  
5 and Retaining Education Professionals Act of 2007”.

6 **SEC. 2. PURPOSES; DEFINITIONS.**

7 Section 201 of the Higher Education Act of 1965 (20  
8 U.S.C. 1021) is amended to read as follows:

1 **“SEC. 201. PURPOSES; DEFINITIONS.**

2 “(a) PURPOSES.—The purposes of this part are to—

3 “(1) improve student achievement;

4 “(2) improve the quality of the current and fu-  
5 ture teaching force by improving the preparation of  
6 prospective teachers and enhancing ongoing profes-  
7 sional development activities;

8 “(3) encourage partnerships among institutions  
9 of higher education, early childhood education pro-  
10 grams, elementary schools or secondary schools,  
11 local educational agencies, State educational agen-  
12 cies, teacher organizations, and nonprofit edu-  
13 cational organizations;

14 “(4) hold institutions of higher education and  
15 all other teacher preparation programs (including  
16 programs that provide alternative routes to teacher  
17 preparation) accountable in an equivalent manner  
18 for preparing—

19 “(A) teachers who have strong teaching  
20 skills, are highly qualified, and are trained in  
21 the effective uses of technology in the class-  
22 room; and

23 “(B) early childhood education providers  
24 who are highly competent;

25 “(5) recruit and retain qualified individuals, in-  
26 cluding individuals from other occupations, into the

1 teaching force for early childhood education pro-  
 2 grams or in elementary schools or secondary schools;

3 “(6) improve the recruitment, retention, and ca-  
 4 pacities of principals to provide instructional leader-  
 5 ship and to support teachers in maintaining safe and  
 6 effective learning environments;

7 “(7) expand the use of research to improve  
 8 teaching and learning by teachers, early childhood  
 9 education providers, principals, and faculty; and

10 “(8) enhance the ability of teachers, early child-  
 11 hood education providers, principals, administrators,  
 12 and faculty to communicate with, work with, and in-  
 13 volve parents in ways that improve student achieve-  
 14 ment.

15 “(b) DEFINITIONS.—In this part:

16 “(1) ARTS AND SCIENCES.—The term ‘arts and  
 17 sciences’ means—

18 “(A) when referring to an organizational  
 19 unit of an institution of higher education, any  
 20 academic unit that offers 1 or more academic  
 21 majors in disciplines or content areas cor-  
 22 responding to the academic subject matter  
 23 areas in which teachers provide instruction; and

24 “(B) when referring to a specific academic  
 25 subject matter area, the disciplines or content

1 areas in which academic majors are offered by  
 2 the arts and science organizational unit.

3 “(2) EARLY CHILDHOOD EDUCATION PRO-  
 4 GRAM.—The term ‘early childhood education pro-  
 5 gram’ means a family child care program, center-  
 6 based child care program, prekindergarten program,  
 7 school program, or other out-of-home child care pro-  
 8 gram that is licensed or regulated by the State serv-  
 9 ing 2 or more unrelated children from birth until  
 10 school entry, or a Head Start program carried out  
 11 under the Head Start Act or an Early Head Start  
 12 program carried out under section 645A of that Act.

13 “(3) EXEMPLARY TEACHER.—The term ‘exem-  
 14 plary teacher’ has the meaning given the term in  
 15 section 9101 of the Elementary and Secondary Edu-  
 16 cation Act of 1965.

17 “(4) FACULTY.—

18 “(A) IN GENERAL.—The term ‘faculty’  
 19 means individuals in institutions of higher edu-  
 20 cation who are responsible for preparing teach-  
 21 ers.

22 “(B) INCLUSIONS.—The term ‘faculty’ in-  
 23 cludes professors of education and professors in  
 24 academic disciplines such as the arts and  
 25 sciences, psychology, and human development.

1           “(5) HIGH-NEED LOCAL EDUCATIONAL AGEN-  
2           CY.—The term ‘high-need local educational agency’  
3           means a local educational agency that serves an  
4           early childhood education program, elementary  
5           school, or secondary school located in an area in  
6           which—

7                   “(A)(i) 15 percent or more of the students  
8                   served by the agency are from families with in-  
9                   comes below the poverty line;

10                   “(ii) there are more than 5,000 students  
11                   served by the agency from families with in-  
12                   comes below the poverty line; or

13                   “(iii) there are less than 600 students in  
14                   average daily attendance in all the schools that  
15                   are served by the agency and all of whose  
16                   schools are designated with a school locale code  
17                   of 7 or 8, as determined by the Secretary; and

18                   “(B)(i) there is a high percentage of teach-  
19                   ers who are not highly qualified; or

20                   “(ii) there is a chronic shortage, or annual  
21                   turnover rate of 20 percent or more, of highly  
22                   qualified teachers.

23           “(6) HIGH-NEED SCHOOL.—The term ‘high-  
24           need school’ means an early childhood education pro-

1        gram, public elementary school, or public secondary  
2        school—

3                “(A)(i) in which there is a high concentra-  
4                tion of students from families with incomes  
5                below the poverty line; or

6                “(ii) that, in the case of a public elemen-  
7                tary school or public secondary school, is identi-  
8                fied as in need of school improvement or correc-  
9                tive action pursuant to section 1116 of the Ele-  
10              mentary and Secondary Education Act of 1965;  
11              and

12              “(B) in which there exists—

13                      “(i) in the case of a public elementary  
14                      school or public secondary school, a per-  
15                      sistent and chronic shortage, or annual  
16                      turnover rate of 20 percent or more, of  
17                      highly qualified teachers; and

18                      “(ii) in the case of an early childhood  
19                      education program, a persistent and chron-  
20                      ic shortage of early childhood education  
21                      providers who are highly competent.

22              “(7) HIGHLY COMPETENT.—The term ‘highly  
23              competent’ when used with respect to an early child-  
24              hood education provider means a provider—

1 “(A) with specialized education and train-  
 2 ing in development and education of young chil-  
 3 dren from birth until entry into kindergarten;

4 “(B) with—

5 “(i) a baccalaureate degree in an aca-  
 6 demic major in the arts and sciences; or

7 “(ii) an associate’s degree in a related  
 8 educational area; and

9 “(C) who has demonstrated a high level of  
 10 knowledge and use of content and pedagogy in  
 11 the relevant areas associated with quality early  
 12 childhood education.

13 “(8) HIGHLY QUALIFIED.—

14 “(A) IN GENERAL.—Except as provided in  
 15 subparagraph (B), the term ‘highly qualified’  
 16 has the meaning given the term in section 9101  
 17 of the Elementary and Secondary Education  
 18 Act of 1965.

19 “(B) SPECIAL EDUCATION TEACHERS.—

20 When used with respect to a special education  
 21 teacher, the term ‘highly qualified’ has the  
 22 meaning given the term in section 602 of the  
 23 Individuals with Disabilities Education Act.

24 “(9) INDUCTION.—The term ‘induction’ means  
 25 a formalized program designed to provide support

for, improve the professional performance of, and promote the retention in the teaching field of, beginning teachers, and that—

“(A) shall include—

“(i) mentoring;

“(ii) structured collaboration time with teachers in the same department or field;

“(iii) structured meeting time with administrators; and

“(iv) professional development activities; and

“(B) may include—

“(i) reduced teaching loads;

“(ii) support of a teaching aide;

“(iii) orientation seminars; and

“(iv) regular evaluation of the teacher inductee, the mentors, and the overall formalized program.

“(10) MENTORING.—The term ‘mentoring’ means a process by which a teacher mentor who is an exemplary teacher, either alone or in a team with faculty, provides active support for prospective teachers and new teachers through a system for integrating evidence-based practice, including rigorous,



1 supervised training in high-quality teaching settings.  
 2 Such support includes activities specifically designed  
 3 to promote—

4 “(A) knowledge of the scientific research  
 5 on, and assessment of, teaching and learning;

6 “(B) development of teaching skills and  
 7 skills in evidence-based educational interven-  
 8 tions;

9 “(C) development of classroom manage-  
 10 ment skills;

11 “(D) a positive role model relationship  
 12 where academic assistance and exposure to new  
 13 experiences is provided; and

14 “(E) ongoing supervision and communica-  
 15 tion regarding the prospective teacher’s develop-  
 16 ment of teaching skills and continued support  
 17 for the new teacher by the mentor, other teach-  
 18 ers, principals, and administrators.

19 “(11) PARENT.—The term ‘parent’ has the  
 20 meaning given the term in section 9101 of the Ele-  
 21 mentary and Secondary Education Act of 1965.

22 “(12) PARENTAL INVOLVEMENT.—The term  
 23 ‘parental involvement’ has the meaning given the  
 24 term in section 9101 of the Elementary and Sec-  
 25 ondary Education Act of 1965.

1           “(13) POVERTY LINE.—The term ‘poverty line’  
 2       means the poverty line (as defined by the Office of  
 3       Management and Budget, and revised annually in  
 4       accordance with section 673(2) of the Community  
 5       Services Block Grant Act (42 U.S.C. 9902(2))) ap-  
 6       plicable to a family of the size involved.

7           “(14) PROFESSIONAL DEVELOPMENT.—

8               “(A) IN GENERAL.—Except as provided in  
 9       subparagraph (B), the term ‘professional devel-  
 10      opment’ has the meaning given the term in sec-  
 11      tion 9101 of the Elementary and Secondary  
 12      Education Act of 1965.

13              “(B) EARLY CHILDHOOD EDUCATION PRO-  
 14      VIDERS.—The term ‘professional development’  
 15      when used with respect to an early childhood  
 16      education provider means knowledge and skills  
 17      in all domains of child development (including  
 18      cognitive, social, emotional, physical, and ap-  
 19      proaches to learning) and pedagogy of children  
 20      from birth until entry into kindergarten.

21           “(15) TEACHING SKILLS.—The term ‘teaching  
 22      skills’ means skills—

23               “(A) grounded in the disciplines of teach-  
 24      ing and learning that teachers use to create ef-  
 25      fective instruction in subject matter content and

1           that lead to student achievement and the ability  
2           to apply knowledge; and

3           “(B) that require an understanding of the  
4           learning process itself, including an under-  
5           standing of—

6                   “(i) the use of teaching strategies spe-  
7                   cific to the subject matter;

8                   “(ii) the application of ongoing assess-  
9                   ment of student learning, particularly for  
10                  evaluating instructional practices and cur-  
11                  riculum;

12                  “(iii) ensuring successful learning for  
13                  students with individual differences in abil-  
14                  ity and instructional needs;

15                  “(iv) effective classroom management;  
16                  and

17                  “(v) effective ways to communicate  
18                  with, work with, and involve parents in  
19                  their children’s education.”.

20   **SEC. 3. STATE GRANTS.**

21           Section 202 of the Higher Education Act of 1965 (20  
22   U.S.C. 1022) is amended to read as follows:

23   **“SEC. 202. STATE GRANTS.**

24           “(a) IN GENERAL.—From amounts made available  
25   under section 211(1) for a fiscal year, the Secretary is

1 authorized to award grants under this section, on a com-  
 2 petitive basis, to eligible States to enable the eligible  
 3 States to carry out the activities described in subsection  
 4 (d).

5 “(b) ELIGIBLE STATE.—

6 “(1) DEFINITION.—In this part, the term ‘eligi-  
 7 ble State’ means—

8 “(A) a State educational agency; or

9 “(B) an entity or agency in the State re-  
 10 sponsible for teacher certification and prepara-  
 11 tion activities.

12 “(2) CONSULTATION.—The eligible State shall  
 13 consult with the Governor, State board of education,  
 14 State educational agency, State agency for higher  
 15 education, State agency with responsibility for child  
 16 care, prekindergarten, or other early childhood edu-  
 17 cation programs, and other State entities that pro-  
 18 vide professional development and teacher prepara-  
 19 tion for teachers, as appropriate, with respect to the  
 20 activities assisted under this section.

21 “(3) CONSTRUCTION.—Nothing in this sub-  
 22 section shall be construed to negate or supersede the  
 23 legal authority under State law of any State agency,  
 24 State entity, or State public official over programs

1       that are under the jurisdiction of the agency, entity,  
2       or official.

3       “(c) APPLICATION.—To be eligible to receive a grant  
4 under this section, an eligible State shall, at the time of  
5 the initial grant application, submit an application to the  
6 Secretary that—

7           “(1) meets the requirements of this section and  
8       other relevant requirements for States under this  
9       title;

10          “(2) describes how the eligible State intends to  
11       use funds provided under this section in accordance  
12       with State-identified needs;

13          “(3) describes the eligible State’s plan for con-  
14       tinuing the activities carried out with the grant once  
15       Federal funding ceases;

16          “(4) describes how the eligible State will coordi-  
17       nate activities authorized under this section with  
18       other Federal, State, and local personnel preparation  
19       and professional development programs; and

20          “(5) contains such other information and assur-  
21       ances as the Secretary may require.

22       “(d) USES OF FUNDS.—An eligible State that re-  
23 ceives a grant under this section shall use the grant funds  
24 to reform teacher preparation requirements, and to ensure  
25 that current and future teachers are highly qualified and

1 possess strong teaching skills and knowledge to assess stu-  
 2 dent academic achievement, by carrying out 1 or more of  
 3 the following activities:

4           “(1) REFORMS.—Implementing reforms that  
 5 hold institutions of higher education with teacher  
 6 preparation programs accountable for, and assist  
 7 such programs in, preparing teachers who have  
 8 strong teaching skills and are highly qualified or  
 9 early childhood education providers who are highly  
 10 competent. Such reforms shall include—

11           “(A) State program approval requirements  
 12 regarding curriculum changes by teacher prepa-  
 13 ration programs that improve teaching skills  
 14 based on scientific knowledge—

15           “(i) about the disciplines of teaching  
 16 and learning, including effective ways to  
 17 communicate with, work with, and involve  
 18 parents in their children’s education; and

19           “(ii) about understanding and re-  
 20 sponding effectively to students with spe-  
 21 cial needs, including students with disabil-  
 22 ities, limited-English proficient students,  
 23 students with low literacy levels, and stu-  
 24 dents with different learning styles or  
 25 other special learning needs;

1           “(B) State program approval requirements  
2           for teacher preparation programs to have in  
3           place mechanisms to measure and assess the ef-  
4           fectiveness and impact of teacher preparation  
5           programs, including on student achievement;

6           “(C) assurances from institutions that  
7           such institutions have a program in place that  
8           provides a year-long clinical experience for pro-  
9           spective teachers;

10          “(D) collecting and using data, in collabo-  
11          ration with institutions of higher education,  
12          schools, and local educational agencies, on  
13          teacher retention rates, by school, to evaluate  
14          and strengthen the effectiveness of the State’s  
15          teacher support system; and

16          “(E) developing methods and building ca-  
17          pacity for teacher preparation programs to as-  
18          sess the retention rates of the programs’ grad-  
19          uates and to use such information for contin-  
20          uous program improvement.

21          “(2) CERTIFICATION OR LICENSURE REQUIRE-  
22          MENTS.—Ensuring the State’s teacher certification  
23          or licensure requirements are rigorous so that teach-  
24          ers have strong teaching skills and are highly quali-  
25          fied.

1           “(3) ALTERNATIVE ROUTES TO STATE CERTIFI-  
2           CATION.—Carrying out programs that provide pro-  
3           spective teachers with high-quality alternative routes  
4           to traditional preparation for teaching and to State  
5           certification for well-prepared and qualified prospec-  
6           tive teachers, including—

7                   “(A) programs at schools or departments  
8                   of arts and sciences, schools or departments of  
9                   education within institutions of higher edu-  
10                  cation, or at nonprofit educational organizations  
11                  with expertise in producing highly qualified  
12                  teachers that include instruction in teaching  
13                  skills;

14                  “(B) a selective means for admitting indi-  
15                  viduals into such programs;

16                  “(C) providing intensive support, including  
17                  induction, during the initial teaching experi-  
18                  ence;

19                  “(D) establishing, expanding, or improving  
20                  alternative routes to State certification of teach-  
21                  ers for qualified individuals, including mid-ca-  
22                  reer professionals from other occupations, para-  
23                  professionals, former military personnel and re-  
24                  cent college graduates with records of academic  
25                  distinction, that have a proven record of effec-



tiveness and that ensure that current and future teachers possess strong teaching skills and are highly qualified; and

“(E) providing support in the disciplines of teaching and learning to ensure that prospective teachers—

“(i) have an understanding of evidence-based effective teaching practices;

“(ii) have knowledge of student learning methods; and

“(iii) possess strong teaching skills, including effective ways to communicate with, work with, and involve parents in their children’s education.

“(4) STATE CERTIFICATION RECIPROCITY.—Establishing and promoting reciprocity of certification or licensing between or among States for general and special education teachers and principals, except that no reciprocity agreement developed pursuant to this paragraph or developed using funds provided under this part may lead to the weakening of any State certification or licensing requirement that is shown through evidence-based research to ensure teacher and principal quality and student achievement.

1           “(5) RECRUITMENT AND RETENTION.—Devel-  
 2       oping and implementing effective mechanisms to en-  
 3       sure that local educational agencies, schools, and  
 4       early childhood program providers are able to effec-  
 5       tively recruit and retain highly qualified teachers,  
 6       highly competent early childhood education pro-  
 7       viders, and principals, and provide access to ongoing  
 8       professional development opportunities for teachers,  
 9       early childhood education providers, and principals,  
 10      including activities described in subsections (d) and  
 11      (e) of section 204.

12           “(6) SOCIAL PROMOTION.—Development and  
 13      implementation of efforts to address the problem of  
 14      social promotion and to prepare teachers, principals,  
 15      administrators, and parents to effectively address  
 16      the issues raised by ending the practice of social pro-  
 17      motion.”.

18 **SEC. 4. PARTNERSHIP GRANTS.**

19       Section 203 of the Higher Education Act of 1965 (20  
 20 U.S.C. 1023) is amended to read as follows:

21 **“SEC. 203. PARTNERSHIP GRANTS.**

22       “(a) GRANTS.—From amounts made available under  
 23 section 211(2) for a fiscal year, the Secretary is author-  
 24 ized to award grants under this section, on a competitive  
 25 basis, to eligible partnerships to enable the eligible part-

1 nerships to carry out the activities described in subsections  
 2 (d) and (e).

3 “(b) DEFINITIONS.—

4 “(1) ELIGIBLE PARTNERSHIP.—In this part,  
 5 the term ‘eligible partnership’ means an entity  
 6 that—

7 “(A) shall include—

8 “(i) a partner institution;

9 “(ii) a school or department of arts  
 10 and sciences within the partner institution  
 11 under clause (i);

12 “(iii) a school or department of edu-  
 13 cation within the partner institution under  
 14 clause (i);

15 “(iv)(I) a department of psychology  
 16 within the partner institution under clause  
 17 (i);

18 “(II) a department of human develop-  
 19 ment within the partner institution under  
 20 clause (i); or

21 “(III) a department with comparable  
 22 expertise in the disciplines of teaching,  
 23 learning, and child and adolescent develop-  
 24 ment within the partner institution under  
 25 clause (i);

1 “(v) a high-need local educational  
2 agency; and

3 “(vi)(I) a high-need school served by  
4 the high-need local educational agency  
5 under clause (v); or

6 “(II) a consortium of schools of the  
7 high-need local educational agency under  
8 clause (v); and

9 “(B) may include a Governor, State edu-  
10 cational agency, the State board of education,  
11 the State agency for higher education, an insti-  
12 tution of higher education not described in sub-  
13 paragraph (A) (including a community college),  
14 a public charter school, other public elementary  
15 school or secondary school, a combination or  
16 network of urban, suburban, or rural schools, a  
17 public or private nonprofit educational organi-  
18 zation, a business, a teacher organization, or an  
19 early childhood education program.

20 “(2) PARTNER INSTITUTION.—In this section,  
21 the term ‘partner institution’ means a private inde-  
22 pendent or State-supported public institution of  
23 higher education, or a consortium of such institu-  
24 tions, that has not been designated under section

1       208(a) and the teacher preparation program of  
2       which demonstrates that—

3               “(A) graduates from the teacher prepara-  
4               tion program who intend to enter the field of  
5               teaching exhibit strong performance on State-  
6               determined qualifying assessments and are  
7               highly qualified; or

8               “(B) the teacher preparation program re-  
9               quires all the students of the program to par-  
10              ticipate in intensive clinical experience, to meet  
11              high academic standards, to possess strong  
12              teaching skills, and—

13              “(i) in the case of prospective elemen-  
14              tary school and secondary school teachers,  
15              to become highly qualified; and

16              “(ii) in the case of prospective early  
17              childhood education providers, to become  
18              highly competent.

19       “(c) APPLICATION.—Each eligible partnership desir-  
20       ing a grant under this section shall submit an application  
21       to the Secretary at such time, in such manner, and accom-  
22       panied by such information as the Secretary may require.  
23       Each such application shall—

24              “(1) contain a needs assessment of all the part-  
25              ners with respect to the preparation, ongoing train-

1 ing, and professional development of early childhood  
2 education providers, general and special education  
3 teachers, and principals, the extent to which the pro-  
4 gram prepares new teachers with strong teaching  
5 skills, a description of how the partnership will co-  
6 ordinate strategies and activities with other teacher  
7 preparation or professional development programs,  
8 and how the activities of the partnership will be con-  
9 sistent with State, local, and other education reform  
10 activities that promote student achievement and pa-  
11 rental involvement;

12 “(2) contain a resource assessment that de-  
13 scribes the resources available to the partnership, in-  
14 cluding the integration of funds from other related  
15 sources, the intended use of the grant funds, includ-  
16 ing a description of how the grant funds will be fair-  
17 ly distributed in accordance with subsection (f), and  
18 the commitment of the resources of the partnership  
19 to the activities assisted under this part, including  
20 financial support, faculty participation, time commit-  
21 ments, and continuation of the activities when the  
22 grant ends;

23 “(3) contain a description of—

1           “(A) how the partnership will meet the  
2 purposes of this part, in accordance with the  
3 needs assessment required under paragraph (1);

4           “(B) how the partnership will carry out  
5 the activities required under subsection (d) and  
6 any permissible activities under subsection (e)  
7 based on the needs identified in paragraph (1)  
8 with the goal of improving student achievement;

9           “(C) the partnership’s evaluation plan pur-  
10 suant to section 206(b);

11           “(D) how faculty at the partner institution  
12 will work with, over the term of the grant, prin-  
13 cipals and teachers in the classrooms of the  
14 high-need local educational agency included in  
15 the partnership;

16           “(E) how the partnership will enhance the  
17 instructional leadership and management skills  
18 of principals and provide effective support for  
19 principals, including new principals;

20           “(F) how the partnership will design, im-  
21 plement, or enhance a year-long, rigorous, and  
22 enriching preservice clinical program compo-  
23 nent;

1           “(G) the in-service professional develop-  
 2           ment strategies and activities to be supported;  
 3           and

4           “(H) how the partnership will collect, ana-  
 5           lyze, and use data on the retention of all teach-  
 6           ers, early childhood education providers, or  
 7           principals in schools located in the geographic  
 8           areas served by the partnership to evaluate the  
 9           effectiveness of its educator support system;

10          “(4) contain a certification from the partner-  
 11          ship that it has reviewed the application and deter-  
 12          mined that the grant proposed will comply with sub-  
 13          section (f);

14          “(5) include, for the residency program de-  
 15          scribed in subsection (d)(3)—

16               “(A) a demonstration that the schools and  
 17               departments within the institution of higher  
 18               education that are part of the residency pro-  
 19               gram have relevant and essential roles in the ef-  
 20               fective preparation of teachers, including con-  
 21               tent expertise and expertise in the science of  
 22               teaching and learning;

23               “(B) a demonstration of capability and  
 24               commitment to evidence-based teaching and ac-  
 25               cessibility to, and involvement of, faculty docu-



1 mented by professional development offered to  
2 staff and documented experience with university  
3 collaborations;

4 “(C) a description of how the residency  
5 program will design and implement an induc-  
6 tion period to support all new teachers through  
7 not less than the first 2 years of teaching in the  
8 further development of their teaching skills, in-  
9 cluding use of mentors who are trained and  
10 compensated by such program for their work  
11 with new teachers; and

12 “(D) a description of how faculty involved  
13 in the residency program will be able to sub-  
14 stantially participate in an early childhood edu-  
15 cation program or an elementary or secondary  
16 classroom setting, including release time and  
17 receiving workload credit for their participation;  
18 and

19 “(6) include an assurance that the partnership  
20 has mechanisms in place to measure and assess the  
21 effectiveness and impact of the activities to be un-  
22 dertaken, including on student achievement.

23 “(d) REQUIRED USES OF FUNDS.—An eligible part-  
24 nership that receives a grant under this section shall use  
25 the grant funds to carry out the following activities, as

1 applicable to teachers, early childhood education providers,  
 2 or principals, in accordance with the needs assessment re-  
 3 quired under subsection (c)(1):

4           “(1) REFORMS.—Implementing reforms within  
 5 teacher preparation programs, where needed, to hold  
 6 the programs accountable for preparing teachers  
 7 who are highly qualified or early childhood education  
 8 providers who are highly competent and for pro-  
 9 moting strong teaching skills, including integrating  
 10 reliable evidence-based teaching methods into the  
 11 curriculum, which curriculum shall include parental  
 12 involvement training and programs designed to suc-  
 13 cessfully integrate technology into teaching and  
 14 learning. Such reforms shall include—

15           “(A) teacher preparation program cur-  
 16 riculum changes that improve, and assess how  
 17 well all new teachers develop, teaching skills;

18           “(B) use of scientific knowledge about the  
 19 disciplines of teaching and learning so that all  
 20 prospective teachers—

21           “(i) understand evidence-based teach-  
 22 ing practices;

23           “(ii) have knowledge of student learn-  
 24 ing methods; and

1                   “(iii) possess teaching skills that en-  
 2                   able them to meet the learning needs of all  
 3                   students;

4                   “(C) assurances that all teachers have a  
 5                   sufficient base of scientific knowledge to under-  
 6                   stand and respond effectively to students with  
 7                   special needs, such as providing instruction to  
 8                   diverse student populations, including students  
 9                   with disabilities, limited-English proficient stu-  
 10                  dents, students with low literacy levels, and stu-  
 11                  dents with different learning styles or other  
 12                  special learning needs;

13                  “(D) assurances that the most recent sci-  
 14                  entifically based research, including research  
 15                  relevant to particular fields of teaching, is in-  
 16                  corporated into professional development activi-  
 17                  ties used by faculty; and

18                  “(E) working with and involving parents in  
 19                  their children’s education to improve the aca-  
 20                  demic achievement of their children and in the  
 21                  teacher preparation program reform process.

22                  “(2) CLINICAL EXPERIENCE AND INTER-  
 23                  ACTION.—Developing and providing sustained and  
 24                  high-quality preservice clinical education programs  
 25                  to further develop the teaching skills of all general

1 education teachers and special education teachers, at  
 2 schools within the partnership, at the school or de-  
 3 partment of education within the partner institution,  
 4 or at evidence-based practice school settings. Such  
 5 programs shall—

6 “(A) incorporate a year-long, rigorous, and  
 7 enriching activity or combination of activities,  
 8 including—

9 “(i) clinical learning opportunities;

10 “(ii) field experiences; and

11 “(iii) supervised practice; and

12 “(B) be offered over the course of a pro-  
 13 gram of preparation and coursework (that may  
 14 be developed as a 5th year of a teacher prepa-  
 15 ration program) for prospective general and  
 16 special education teachers, including mentoring  
 17 in instructional skills, classroom management  
 18 skills, collaboration skills, and strategies to ef-  
 19 fectively assess student progress and achieve-  
 20 ment, and substantially increasing closely su-  
 21 pervised interaction between faculty and new  
 22 and experienced teachers, principals, and other  
 23 administrators at early childhood education pro-  
 24 grams, elementary schools, or secondary  
 25 schools, and providing support, including prepa-

1           ration time and release time, for such inter-  
2           action.

3           “(3) RESIDENCY PROGRAMS FOR NEW TEACH-  
4           ERS.—Creating a residency program that provides  
5           an induction period for all new general education  
6           and special education teachers for not less than such  
7           teachers’ first 2 years. Such program shall promote  
8           the integration of the science of teaching and learn-  
9           ing in the classroom, provide high-quality induction  
10          opportunities (including mentoring), provide oppor-  
11          tunities for the dissemination of evidence-based re-  
12          search on educational practices, and provide for op-  
13          portunities to engage in professional development ac-  
14          tivities offered through professional associations of  
15          educators. Such program shall draw directly upon  
16          the expertise of teacher mentors, faculty, and re-  
17          searchers that involves their active support in pro-  
18          viding a setting for integrating evidence-based prac-  
19          tice for prospective teachers, including rigorous, su-  
20          pervised training in high-quality teaching settings  
21          that promotes the following:

22                   “(A) Knowledge of the scientific research  
23                   on teaching and learning.

24                   “(B) Development of skills in evidence-  
25                   based educational interventions.

1           “(C) Faculty who model the integration of  
2           research and practice in the classroom, and the  
3           effective use and integration of technology.

4           “(D) Interdisciplinary collaboration among  
5           exemplary teachers, faculty, researchers, and  
6           other staff who prepare new teachers on the  
7           learning process and the assessment of learn-  
8           ing.

9           “(E) A forum for information sharing  
10          among prospective teachers, teachers, prin-  
11          cipals, administrators, and participating faculty  
12          in the partner institution.

13          “(F) Application of scientifically based re-  
14          search on teaching and learning generated by  
15          entities such as the Institute of Education  
16          Sciences and by the National Research Council.

17          “(4) PROFESSIONAL DEVELOPMENT.—Creating  
18          opportunities for enhanced and ongoing professional  
19          development for experienced general education and  
20          special education teachers, early childhood education  
21          providers, principals, administrators, and faculty  
22          that—

23               “(A) improves the academic content knowl-  
24               edge, as well as knowledge to assess student  
25               academic achievement and how to use the re-

sults of such assessments to improve instruction, of teachers in the subject matter or academic content areas in which the teachers are certified to teach or in which the teachers are working toward certification to teach;

“(B) promotes strong teaching skills and an understanding of how to apply scientific knowledge about teaching and learning to their teaching practice and to their ongoing classroom assessment of students;

“(C) provides mentoring, team teaching, reduced class schedules, and intensive professional development;

“(D) encourages and supports training of teachers, principals, and administrators to effectively use and integrate technology—

“(i) into curricula and instruction, including training to improve the ability to collect, manage, and analyze data to improve teaching, decisionmaking, school improvement efforts, and accountability; and

“(ii) to enhance learning by children, including students with disabilities, limited-English proficient students, students with low literacy levels, and students with

1 different learning styles or other special  
2 learning needs;

3 “(E) offers teachers, principals, and ad-  
4 ministrators training on how to effectively com-  
5 municate with, work with, and involve parents  
6 in their children’s education;

7 “(F) creates an ongoing retraining loop for  
8 experienced teachers, principals, and adminis-  
9 trators, whereby the residency program activi-  
10 ties and practices—

11 “(i) inform the research of faculty and  
12 other researchers; and

13 “(ii) translate evidence-based research  
14 findings into improved practice techniques  
15 and improved teacher preparation pro-  
16 grams; and

17 “(G) includes the rotation, for varying pe-  
18 riods of time, of experienced teachers—

19 “(i) who are associated with the part-  
20 nership to early childhood education pro-  
21 grams, elementary schools, or secondary  
22 schools not associated with the partnership  
23 in order to enable such experienced teach-  
24 ers to act as a resource for all teachers in  
25 the local educational agency or State; and



1 “(ii) who are not associated with the  
 2 partnership to early childhood education  
 3 programs, elementary schools, or secondary  
 4 schools associated with the partnership in  
 5 order to enable such experienced teachers  
 6 to observe how teaching and professional  
 7 development occurs in the partnership.

8 “(5) SUPPORT AND TRAINING FOR PARTICI-  
 9 PANTS.—Providing support and training for those  
 10 individuals participating in the required activities  
 11 under paragraphs (1) through (4) who serve as role  
 12 models or mentors for prospective, new, and experi-  
 13 enced teachers, based on such individuals’ experi-  
 14 ence. Such support—

15 “(A) also may be provided to the  
 16 preservice clinical experience participants, as  
 17 appropriate; and

18 “(B) may include—

19 “(i) release time for such individual’s  
 20 participation;

21 “(ii) receiving course workload credit  
 22 and compensation for time teaching in the  
 23 partnership activities; and

24 “(iii) stipends.

25 “(6) LEADERSHIP AND MANAGERIAL SKILLS.—

“(A) IN GENERAL.—Developing and implementing proven mechanisms to provide principals, superintendents, early childhood education program directors, and administrators (and mentor teachers, as practicable) with—

“(i) an understanding of the skills and behaviors that contribute to effective instructional leadership and the maintenance of a safe and effective learning environment;

“(ii) teaching and assessment skills needed to support successful classroom teaching;

“(iii) an understanding of how students learn and develop in order to increase achievement for all students; and

“(iv) the skills to effectively involve parents.

“(B) MECHANISMS.—The mechanisms developed and implemented pursuant to subparagraph (A) may include any of the following:

“(i) Mentoring of new principals.

“(ii) Field-based experiences, supervised practica, or internship opportunities.

1                   “(iii) Other activities to expand the  
 2                   knowledge base and practical skills of prin-  
 3                   cipals, superintendents, early childhood  
 4                   education program directors, and adminis-  
 5                   trators (and mentor teachers, as prac-  
 6                   ticable).

7           “(e) ALLOWABLE USES OF FUNDS.—An eligible  
 8 partnership that receives a grant under this section may  
 9 use such funds to carry out the following activities:

10           “(1) DISSEMINATION AND COORDINATION.—  
 11           Broadly disseminating information on effective prac-  
 12           tices used by the partnership, including teaching  
 13           strategies and interactive materials for developing  
 14           skills in classroom management and assessment and  
 15           how to respond to individual student needs, abilities,  
 16           and backgrounds, to early childhood education pro-  
 17           viders and teachers in elementary schools or sec-  
 18           ondary schools that are not associated with the part-  
 19           nership. Coordinating with the activities of the Gov-  
 20           ernor, State board of education, State higher edu-  
 21           cation agency, and State educational agency, as ap-  
 22           propriate.

23           “(2) CURRICULUM PREPARATION.—Supporting  
 24           preparation time for early childhood education pro-  
 25           viders, teachers in elementary schools or secondary

1 schools, and faculty to jointly design and implement  
 2 teacher preparation curricula, classroom experiences,  
 3 and ongoing professional development opportunities  
 4 that promote the acquisition and continued growth  
 5 of teaching skills.

6 “(3) COMMUNICATION SKILLS.—Developing  
 7 strategies and curriculum-based professional devel-  
 8 opment activities to enhance prospective teachers’  
 9 communication skills with students, parents, col-  
 10 leagues, and other education professionals.

11 “(4) COORDINATION WITH OTHER INSTITU-  
 12 TIONS OF HIGHER EDUCATION.—Coordinating with  
 13 other institutions of higher education, including  
 14 community colleges, to implement teacher prepara-  
 15 tion programs that support prospective teachers in  
 16 obtaining baccalaureate degrees and State certifi-  
 17 cation or licensure.

18 “(5) TEACHER RECRUITMENT.—Activities de-  
 19 scribed in subsections (d) and (e) of section 204.

20 “(6) PROGRAM IMPROVEMENT.—Developing,  
 21 for teacher preparation program improvement pur-  
 22 poses, methods and infrastructure to assess reten-  
 23 tion rates in the teaching field of teacher prepara-  
 24 tion program graduates and the achievement out-  
 25 comes of such graduates’ students.

1       “(f) SPECIAL RULE.—No individual member of an el-  
 2       igible partnership shall retain more than 50 percent of the  
 3       funds made available to the partnership under this section.

4       “(g) CONSTRUCTION.—Nothing in this section shall  
 5       be construed to prohibit an eligible partnership from using  
 6       grant funds to coordinate with the activities of more than  
 7       1 Governor, State board of education, State educational  
 8       agency, local educational agency, or State agency for high-  
 9       er education.”.

10   **SEC. 5. RECRUITMENT GRANTS.**

11       Section 204 of the Higher Education Act of 1965 (20  
 12       U.S.C. 1024) is amended to read as follows:

13   **“SEC. 204. RECRUITMENT GRANTS.**

14       “(a) PROGRAM AUTHORIZED.—From amounts made  
 15       available under section 211(3) for a fiscal year, the Sec-  
 16       retary is authorized to award grants, on a competitive  
 17       basis, to eligible applicants to enable the eligible applicants  
 18       to carry out activities described in subsections (d) and (e).

19       “(b) ELIGIBLE APPLICANT DEFINED.—In this part,  
 20       the term ‘eligible applicant’ means—

21               “(1) an eligible State described in section  
 22               202(b) that has—

23                       “(A) high teacher shortages or annual  
 24                       turnover rates; or

1           “(B) high teacher shortages or annual  
2 turnover rates of 20 percent or more in high-  
3 need local educational agencies; or

4           “(2) an eligible partnership described in section  
5 203(b) that—

6           “(A) serves not less than 1 high-need local  
7 educational agency with high teacher shortages  
8 or annual turnover rates of 20 percent or more;

9           “(B) serves schools that demonstrate great  
10 difficulty meeting State challenging academic  
11 content standards; or

12           “(C) demonstrates great difficulty meeting  
13 the requirement that teachers be highly quali-  
14 fied.

15       “(c) APPLICATION.—Any eligible applicant desiring  
16 to receive a grant under this section shall submit an appli-  
17 cation to the Secretary at such time, in such form, and  
18 containing such information as the Secretary may require,  
19 including—

20           “(1) a description of the assessment that the el-  
21 igible applicant, and the other entities with whom  
22 the eligible applicant will carry out the grant activi-  
23 ties, have undertaken to determine the most critical  
24 needs of the participating high-need local edu-  
25 cational agencies;

1           “(2) a description of how the eligible applicant  
 2           will recruit and retain highly qualified teachers or  
 3           other qualified individuals, including principals and  
 4           early childhood education providers, or both, who are  
 5           enrolled in, accepted to, or plan to participate in  
 6           teacher preparation programs or professional devel-  
 7           opment activities, as described under section 203, in  
 8           geographic areas of greatest need, including data on  
 9           the retention rate, by school, of all teachers in  
 10          schools located within the geographic areas served by  
 11          the eligible applicant;

12           “(3) a description of the activities the eligible  
 13          applicant will carry out with the grant; and

14           “(4) a description of the eligible applicant’s  
 15          plan for continuing the activities carried out with  
 16          the grant once Federal funding ceases.

17          “(d) REQUIRED USES OF FUNDS.—An eligible appli-  
 18          cant receiving a grant under this section shall use the  
 19          grant funds—

20           “(1)(A) to award scholarships to help students  
 21          pay the costs of tuition, room, board, and other ex-  
 22          penses of completing a teacher preparation program;

23           “(B) to provide support services, if needed, to  
 24          enable scholarship recipients to complete postsec-  
 25          ondary education programs;

1           “(C) for followup services (including induction  
2           opportunities, mentoring, and professional develop-  
3           ment activities) provided to former scholarship re-  
4           cipients during not less than the recipients’ first 2  
5           years of teaching; and

6           “(D) in the case where the eligible applicant  
7           also receives a grant under section 203, for support  
8           and training for mentor teachers who participate in  
9           the residency program; or

10          “(2) to develop and implement effective mecha-  
11          nisms, including a professional development system  
12          and career ladders, to ensure that high-need local  
13          educational agencies, high-need schools, and early  
14          childhood education programs are able to effectively  
15          recruit and retain highly competent early childhood  
16          education providers, highly qualified teachers, and  
17          principals.

18          “(e) ALLOWABLE USE OF FUNDS.—An eligible appli-  
19          cant receiving a grant under this section may use the  
20          grant funds to carry out the following:

21               “(1) OUTREACH.—Conducting outreach and co-  
22               ordinating with urban and rural secondary schools to  
23               encourage students to pursue teaching as a career.

24               “(2) EARLY CHILDHOOD EDUCATION COM-  
25               PENSATION.—For eligible applicants focusing on



1 early childhood education, implementing initiatives  
 2 that increase compensation of early childhood edu-  
 3 cation providers who attain degrees in early child-  
 4 hood education.

5 “(3) PROGRAM IMPROVEMENT.—Developing,  
 6 for teacher preparation program improvement pur-  
 7 poses, methods and infrastructure to assess reten-  
 8 tion rates in the teaching field of teacher prepara-  
 9 tion program graduates and the achievement out-  
 10 comes of such graduates’ students.

11 “(f) SERVICE REQUIREMENTS.—The Secretary shall  
 12 establish such requirements as the Secretary finds nec-  
 13 essary to ensure that recipients of scholarships under this  
 14 section who complete teacher education programs subse-  
 15 quently teach in a high-need local educational agency, for  
 16 a period of time equivalent to the period for which the  
 17 recipients receive scholarship assistance, or repay the  
 18 amount of the scholarship. The Secretary shall use any  
 19 such repayments to carry out additional activities under  
 20 this section.”.

21 **SEC. 6. ADMINISTRATIVE PROVISIONS.**

22 Section 205 of the Higher Education Act of 1965 (20  
 23 U.S.C. 1025) is amended—

24 (1) in subsection (a)—

1 (A) in the heading, by striking “**ONE-**  
2 **TIME AWARDS;**”;

3 (B) by striking paragraph (2); and

4 (C) by redesignating paragraph (3) as  
5 paragraph (2);

6 (2) in subsection (b)—

7 (A) by redesignating paragraph (3) as  
8 paragraph (4);

9 (B) by striking paragraph (2) and insert-  
10 ing the following:

11 “(2) COMPOSITION OF PANEL.—The peer re-  
12 view panel shall be composed of experts who are  
13 competent, by virtue of their training, expertise, or  
14 experience, to evaluate applications for grants under  
15 this part. A majority of the panel shall be composed  
16 of individuals who are not employees of the Federal  
17 Government.”;

18 (C) by inserting after paragraph (2) the  
19 following:

20 “(3) EVALUATION AND PRIORITY.—The peer  
21 review panel shall evaluate the applicants’ proposals  
22 to improve the current and future teaching force  
23 through program and certification reforms, teacher  
24 preparation program activities (including implemen-  
25 tation and assessment strategies), and professional

1 development activities described in sections 202,  
2 203, and 204, as appropriate. In recommending ap-  
3 plications to the Secretary for funding under this  
4 part, the peer review panel shall—

5 “(A) with respect to grants under section  
6 202, give priority to eligible States that—

7 “(i) have initiatives to reform State  
8 program approval requirements for teacher  
9 preparation programs that are designed to  
10 ensure that current and future teachers  
11 are highly qualified and possess strong  
12 teaching skills, knowledge to assess student  
13 academic achievement, and the ability to  
14 use this information in such teachers’  
15 classroom instruction;

16 “(ii) include innovative reforms to  
17 hold institutions of higher education with  
18 teacher preparation programs accountable  
19 for preparing teachers who are highly  
20 qualified and have strong teaching skills;  
21 or

22 “(iii) involve the development of inno-  
23 vative efforts aimed at reducing the short-  
24 age of—

1 “(I) highly qualified teachers in  
 2 high-poverty urban and rural areas;  
 3 and

4 “(II) highly qualified teachers in  
 5 fields with persistently high teacher  
 6 shortages, including special education;

7 “(B) with respect to grants under section  
 8 203—

9 “(i) give priority to applications from  
 10 eligible partnerships that involve broad  
 11 participation within the community, includ-  
 12 ing businesses; and

13 “(ii) take into consideration—

14 “(I) providing an equitable geo-  
 15 graphic distribution of the grants  
 16 throughout the United States; and

17 “(II) the potential of the pro-  
 18 posed activities for creating improve-  
 19 ment and positive change; and

20 “(C) with respect to grants under section  
 21 204, give priority to eligible applicants that  
 22 have in place, or in progress, articulation agree-  
 23 ments between 2- and 4-year public and private  
 24 institutions of higher education and nonprofit  
 25 providers of professional development with dem-

1           onstrated experience in professional develop-  
2           ment activities.”; and

3                   (D) by adding at the end the following:

4           “(5) PAYMENT OF FEES AND EXPENSES OF  
5           CERTAIN MEMBERS.—The Secretary may use avail-  
6           able funds appropriated to carry out this part to pay  
7           the expenses and fees of peer review panel members  
8           who are not employees of the Federal Government.”;  
9           and

10           (3) by striking subsection (e) and inserting the  
11           following:

12           “(e) TECHNICAL ASSISTANCE.—For each fiscal year,  
13           the Secretary may expend not more than \$500,000 or 0.75  
14           percent of the funds appropriated to carry out this title  
15           for such fiscal year, whichever amount is greater, to pro-  
16           vide technical assistance to States and partnerships receiv-  
17           ing grants under this part.”.

18   **SEC. 7. ACCOUNTABILITY AND EVALUATION.**

19           Section 206 of the Higher Education Act of 1965 (20  
20           U.S.C. 1026) is amended—

21                   (1) in subsection (a)—

22                           (A) in the matter preceding paragraph

23                           (1)—

24                                   (i) by striking “Committee on Labor  
25                                   and Human Resources” and inserting

1 “Committee on Health, Education, Labor,  
2 and Pensions”; and

3 (ii) by striking “Committee on Edu-  
4 cation and the Workforce” and inserting  
5 “Committee on Education and Labor”;

6 (B) in paragraph (2), by striking “, includ-  
7 ing,” and all that follows through the period  
8 and inserting “as a highly qualified teacher.”;

9 (C) in paragraph (3)—

10 (i) by striking “highly”; and

11 (ii) by striking the period at the end  
12 and inserting “that meet the same stand-  
13 ards and criteria of State certification or  
14 licensure programs.”;

15 (D) by striking paragraph (4) and insert-  
16 ing the following:

17 “(4) TEACHER AND PROVIDER QUALIFICA-  
18 TIONS.—

19 “(A) ELEMENTARY AND SECONDARY  
20 SCHOOL CLASSES.—Increasing the percentage  
21 of elementary school and secondary school  
22 classes taught by teachers—

23 “(i) who have strong teaching skills  
24 and are highly qualified;

1 “(ii) who have completed preparation  
 2 programs that provide such teachers with  
 3 the scientific knowledge about the dis-  
 4 ciplines of teaching, learning, and child  
 5 and adolescent development so the teachers  
 6 understand and use evidence-based teach-  
 7 ing skills to meet the learning needs of all  
 8 students; or

9 “(iii) who have completed a residency  
 10 program through not less than their first 2  
 11 years of teaching that includes mentoring  
 12 by faculty who are trained and com-  
 13 pensated for their work with new teachers.

14 “(B) EARLY CHILDHOOD EDUCATION PRO-  
 15 GRAMS.—Increasing the percentage of class-  
 16 rooms in early childhood education programs  
 17 taught by providers who are highly com-  
 18 petent.”;

19 (E) by striking paragraph (5) and insert-  
 20 ing the following:

21 “(5) DECREASING SHORTAGES.—Decreasing  
 22 shortages of—

23 “(A) qualified teachers and principals in  
 24 poor urban and rural areas; and

1 “(B) qualified teachers in fields with per-  
 2 sistently high teacher shortages, including spe-  
 3 cial education.”; and

4 (F) by striking paragraph (6) and insert-  
 5 ing the following:

6 “(6) INCREASING OPPORTUNITIES FOR PROFES-  
 7 SIONAL DEVELOPMENT.—Increasing opportunities  
 8 for enhanced and ongoing professional development  
 9 that—

10 “(A) improves—

11 “(i) the knowledge and skills of early  
 12 childhood education providers;

13 “(ii) the knowledge of teachers in spe-  
 14 cial education;

15 “(iii) the knowledge of general edu-  
 16 cation teachers, principals, and administra-  
 17 tors about special education content and  
 18 instructional practices;

19 “(iv) the knowledge and skills to as-  
 20 sess student academic achievement and use  
 21 the results of such assessments to improve  
 22 instruction;

23 “(v) the knowledge of subject matter  
 24 or academic content areas—



1 “(I) in which the teachers are  
2 certified or licensed to teach; or

3 “(II) in which the teachers are  
4 working toward certification or licen-  
5 sure to teach; or

6 “(vi) the knowledge and skills to effec-  
7 tively communicate with, work with, and  
8 involve parents in their children’s edu-  
9 cation;

10 “(B) promotes strong teaching skills and  
11 an understanding of how to apply scientific  
12 knowledge about teaching and learning to  
13 teachers’ teaching practice and to teachers’ on-  
14 going classroom assessment of students; and

15 “(C) provides enhanced instructional lead-  
16 ership and management skills for principals.”;

17 (2) in subsection (b)—

18 (A) in the matter preceding paragraph (1),  
19 by striking “for” and inserting “for teachers,  
20 early childhood education providers, or prin-  
21 cipals, as appropriate, according to the needs  
22 assessment required under section 203(c)(1),  
23 for”; and

24 (B) by striking paragraphs (1) through (6)  
25 and inserting the following:

1           “(1) increased demonstration by program grad-  
2           uates of teaching skills grounded in scientific knowl-  
3           edge about the disciplines of teaching and learning;

4           “(2) increased student achievement for all stu-  
5           dents as measured by the partnership, including  
6           mechanisms to measure student achievement due to  
7           the specific activities conducted by the partnership;

8           “(3) increased teacher retention in the first 3  
9           years of a teacher’s career based, in part, on teacher  
10          retention data collected as described in section  
11          203(c)(3)(H);

12          “(4) increased success in the pass rate for ini-  
13          tial State certification or licensure of teachers;

14          “(5) increased percentage of elementary school  
15          and secondary school classes taught by teachers who  
16          are highly qualified;

17          “(6) increased percentage of early childhood  
18          education program classes taught by providers who  
19          are highly competent;

20          “(7) increased percentage of early childhood  
21          education programs and elementary school and sec-  
22          ondary school classes taught by providers and teach-  
23          ers who demonstrate clinical judgment, communica-  
24          tion, and problem-solving skills resulting from par-  
25          ticipation in a residency program;

1           “(8) increased percentage of highly qualified  
2       special education teachers;

3           “(9) increased number of general education  
4       teachers trained in working with students with dis-  
5       abilities, limited-English proficient students, and  
6       students with different learning styles or other spe-  
7       cial learning needs;

8           “(10) increased number of teachers trained in  
9       technology; and

10          “(11) increased number of teachers, early child-  
11       hood education providers, or principals prepared to  
12       work effectively with parents.”; and

13          (3) in subsection (d)—

14               (A) by inserting “, with particular atten-  
15       tion to the reports and evaluations provided by  
16       the eligible States and eligible partnerships pur-  
17       suant to this section,” after “funded under this  
18       part”;

19               (B) by striking “Committee on Labor and  
20       Human Resources” and inserting “Committee  
21       on Health, Education, Labor, and Pensions”;  
22       and

23               (C) by striking “Committee on Education  
24       and the Workforce” and inserting “Committee  
25       on Education and Labor”.

1 **SEC. 8. ACCOUNTABILITY FOR PROGRAMS THAT PREPARE**  
2 **TEACHERS.**

3 Section 207 of the Higher Education Act of 1965 (20  
4 U.S.C. 1027) is amended—

5 (1) by striking subsection (a);

6 (2) by redesignating subsections (b) through (f)  
7 as subsections (a) through (e), respectively;

8 (3) in subsection (a), as redesignated by para-  
9 graph (2)—

10 (A) in the matter preceding paragraph (1),  
11 by striking “, within 2 years” and all that fol-  
12 lows through “the following” and inserting “,  
13 on an annual basis and in a uniform and com-  
14 prehensible manner that conforms with the defi-  
15 nitions and reporting methods previously devel-  
16 oped for teacher preparation programs by the  
17 Commissioner for Education Statistics, a State  
18 report card on the quality of teacher prepara-  
19 tion in the State, which shall include not less  
20 than the following”;

21 (B) in paragraph (4)—

22 (i) by striking “teaching candidates”  
23 and inserting “prospective teachers”; and

24 (ii) by striking “candidate” and in-  
25 serting “prospective teacher”;

26 (C) in paragraph (5)—

- 1 (i) by striking “teaching candidates”  
2 and inserting “prospective teachers”;
- 3 (ii) by striking “teacher candidate”  
4 and inserting “prospective teacher”; and
- 5 (iii) by striking “candidate’s” and in-  
6 serting “teacher’s”;
- 7 (D) in paragraph (7), by inserting “how  
8 the State has ensured that the alternative cer-  
9 tification routes meet the same State standards  
10 and criteria for teacher certification or licen-  
11 sure,” after “if any,”; and
- 12 (E) in paragraph (8)—
  - 13 (i) by striking “teacher candidate”  
14 and inserting “prospective teacher”; and
  - 15 (ii) by inserting “(including the ability  
16 to provide instruction to diverse student  
17 populations (including students with dis-  
18 abilities, limited-English proficient stu-  
19 dents, and students with different learning  
20 styles or other special learning needs) and  
21 the ability to effectively communicate with,  
22 work with, and involve parents in their  
23 children’s education)” after “skills”;
- 24 (F) by adding at the end the following:

1           “(10) Information on the extent to which teach-  
 2           ers or prospective teachers in each State are pre-  
 3           pared to work in partnership with parents and in-  
 4           volve parents in their children’s education.”;

5           (4) in subsection (b)(1), as redesignated by  
 6           paragraph (2)—

7                 (A) by striking “not later than 6 months  
 8                 of the date of enactment of the Higher Edu-  
 9                 cation Amendments of 1998 and”;

10                (B) by striking “subsection (b)” and in-  
 11                serting “subsection (a)”;

12                (C) by striking “Committee on Labor and  
 13                Human Resources” and inserting “Committee  
 14                on Health, Education, Labor, and Pensions”;

15                (D) by striking “Committee on Education  
 16                and the Workforce” and inserting “Committee  
 17                on Education and Labor”; and

18                (E) by striking “not later than 9 months  
 19                after the date of enactment of the Higher Edu-  
 20                cation Amendments of 1998”;

21           (5) in subsection (c)(1), as redesignated by  
 22           paragraph (2)—

23                 (A) by striking “(9) of subsection (b)” and  
 24                 inserting “(10) of subsection (a)”;

1 (B) by striking “and made available not  
 2 later than 2 years 6 months after the date of  
 3 enactment of the Higher Education Amend-  
 4 ments of 1998 and annually thereafter” and in-  
 5 serting “, and made available annually”; and  
 6 (6) in subsection (e)(1), as redesignated by  
 7 paragraph (2)—

8 (A) by striking “not later than 18 months  
 9 after the date of enactment of the Higher Edu-  
 10 cation Amendments of 1998 and annually  
 11 thereafter, shall report” and inserting “shall re-  
 12 port annually”; and

13 (B) by striking “methods established under  
 14 subsection (a)” and inserting “reporting meth-  
 15 ods developed for teacher preparation pro-  
 16 grams”.

17 **SEC. 9. STATE FUNCTIONS.**

18 Section 208 of the Higher Education Act of 1965 (20  
 19 U.S.C. 1028) is amended—

20 (1) in subsection (a)—

21 (A) by striking “, not later than 2 years  
 22 after the date of enactment of the Higher Edu-  
 23 cation Amendments of 1998,”;

1 (B) by inserting “and within entities pro-  
 2 viding alternative routes to teacher prepara-  
 3 tion” after “institutions of higher education”;

4 (C) by inserting “and entities” after “low-  
 5 performing institutions”;

6 (D) by inserting “and entities” after  
 7 “those institutions”; and

8 (E) by striking “207(b)” and inserting  
 9 “207(a)”;

10 (2) by redesignating subsections (b) and (c) as  
 11 subsections (c) and (d), respectively;

12 (3) by inserting after subsection (a) the fol-  
 13 lowing:

14 “(b) TEACHER QUALITY PLAN.—In order to receive  
 15 funds under this Act, a State shall submit a State teacher  
 16 quality plan that—

17 “(1) details how such funds will ensure that all  
 18 teachers are highly qualified; and

19 “(2) indicates whether each teacher preparation  
 20 program in the State that has not been designated  
 21 as low-performing under subsection (a) is of suffi-  
 22 cient quality to meet all State standards and  
 23 produce highly qualified teachers with the teaching  
 24 skills needed to teach effectively in the schools of the  
 25 State.”;



1 (4) in subsection (c), as redesignated by para-  
2 graph (2)—

3 (A) in paragraph (1), by striking “of Edu-  
4 cation”; and

5 (B) in paragraph (2), by striking “of this  
6 Act”; and

7 (5) in subsection (d), as redesignated by para-  
8 graph (2), by striking “subsection (b)(2)” and in-  
9 serting “subsection (c)(2)”.

10 **SEC. 10. ACADEMIES FOR FACULTY EXCELLENCE.**

11 Part A of title II of the Higher Education Act of  
12 1965 (20 U.S.C. 1021 et seq.) is amended—

13 (1) by redesignating section 210 as section 211;  
14 and

15 (2) by inserting after section 209 the following:

16 **“SEC. 210. ACADEMIES FOR FACULTY EXCELLENCE.**

17 “(a) PROGRAM AUTHORIZED.—From amounts made  
18 available under subsection (e), the Secretary is authorized  
19 to award grants to eligible entities to enable such entities  
20 to create Academies for Faculty Excellence.

21 “(b) ELIGIBLE ENTITY.—In this section:

22 “(1) IN GENERAL.—The term ‘eligible entity’  
23 means a consortium composed of institutions of  
24 higher education that—

1                   “(A) award doctoral degrees in education;  
2                   and

3                   “(B) are partner institutions (as such term  
4                   is defined in section 203).

5                   “(2) INCLUSIONS.—The term ‘eligible entity’  
6                   may include the following:

7                   “(A) Institutions of higher education  
8                   that—

9                   “(i) do not award doctoral degrees in  
10                  education; and

11                  “(ii) are partner institutions (as such  
12                  term is defined in section 203).

13                  “(B) Nonprofit entities with expertise in  
14                  preparing highly qualified teachers.

15                  “(c) APPLICATION.—An eligible entity desiring to re-  
16                  ceive a grant under this section shall submit an application  
17                  to the Secretary at such time, in such manner, and con-  
18                  taining such information as the Secretary may require, in-  
19                  cluding—

20                  “(1) a description of how the eligible entity will  
21                  provide professional development that is grounded in  
22                  scientifically based research to faculty;

23                  “(2) evidence that the eligible entity is well  
24                  versed in current scientifically based research related

1 to teaching and learning across content areas and  
2 fields;

3 “(3) a description of the assessment that the el-  
4 igible entity will undertake to determine the most  
5 critical needs of the faculty who will be served by the  
6 Academies for Faculty Excellence; and

7 “(4) a description of the activities the eligible  
8 entity will carry out with grant funds received under  
9 this section, how the entity will include faculty in the  
10 activities, and how the entity will conduct these ac-  
11 tivities in collaboration with programs and projects  
12 that receive Federal funds from the Institute of  
13 Education Sciences.

14 “(d) REQUIRED USE OF FUNDS.—Each eligible enti-  
15 ty that receives a grant under this section shall use the  
16 grant funds to enhance the caliber of teaching undertaken  
17 in preparation programs for teachers, early childhood edu-  
18 cation providers, and principals and other administrators  
19 through the establishment and maintenance of a  
20 postdoctoral system of professional development by car-  
21 rying out the following:

22 “(1) RECRUITMENT.—Recruit a faculty of ex-  
23 perts who are knowledgeable about scientifically  
24 based research related to teaching and learning, who  
25 have direct experience working with teachers and

1 students in school settings, who are capable of im-  
2 plementing scientifically based research to improve  
3 teaching practice and student achievement in school  
4 settings, and who are capable of providing profes-  
5 sional development to faculty and others responsible  
6 for preparing teachers, early childhood education  
7 providers, principals, and administrators.

8 “(2) PROFESSIONAL DEVELOPMENT CUR-  
9 RICULA.—Develop a series of professional develop-  
10 ment curricula to be used by the Academies for Fac-  
11 ulty Excellence and disseminated broadly to teacher  
12 preparation programs nationwide.

13 “(3) PROFESSIONAL DEVELOPMENT EXPERI-  
14 ENCES.—Support the development of a range of on-  
15 going professional development experiences (includ-  
16 ing the use of the Internet) for faculty to ensure  
17 that such faculty are knowledgeable about effective  
18 evidence-based practice in teaching and learning.  
19 Such experiences shall promote joint faculty activi-  
20 ties that link content and pedagogy.

21 “(4) DEVELOPMENT PROGRAMS.—Provide fel-  
22 lowships, scholarships, and stipends for teacher edu-  
23 cators to participate in various faculty development  
24 programs offered by the Academies for Faculty Ex-  
25 cellence.

1       “(e) AUTHORIZATION OF APPROPRIATIONS.—There  
 2 are authorized to be appropriated to carry out this section  
 3 \$10,000,000 for fiscal year 2008 and such sums as may  
 4 be necessary for each of the 5 succeeding fiscal years.”.

5 **SEC. 11. AUTHORIZATION OF APPROPRIATIONS.**

6       Section 211 of the Higher Education Act of 1965 (20  
 7 U.S.C. 1030), as redesignated by section 10, is amend-  
 8 ed—

9           (1) by striking “part \$300,000,000 for fiscal  
 10 year 1999” and inserting “part, other than section  
 11 210, \$500,000,000 for fiscal year 2008”;

12           (2) by striking “4 succeeding” and inserting “5  
 13 succeeding”;

14           (3) in paragraph (1), by striking “45” and in-  
 15 serting “20”;

16           (4) in paragraph (2), by striking “45” and in-  
 17 serting “60”; and

18           (5) in paragraph (3), by striking “10” and in-  
 19 serting “20”.

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